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GUIDANCE SERVICES
in
THE SENIOR DIVISION
Grades XI-XIII

Replacing Circular H.S. 21, printed in 1945 and 1947.

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The Minister of Education

FOREWORD

This circular replaces Circular H.S. 21 GUIDANCE, GENERAL STATEMENT. COURSE OF STUDY FOR OCCUPATIONS GRADE IX. SUGGESTIONS FOR COURSE IN OCCUPATIONS GRADE XII.

This statement should be used in conjunction with Circular I:3 GUIDANCE IN THE INTERMEDIATE DIVISION.

Teachers, principals, and administrative officials are reminded that the Guidance Branch may be consulted with regard to organization of guidance services, content of courses in group work, procedures for counselling, guidance certificates, and any other matters relating to guidance work. Inquiries should be addressed to

The Guidance Branch
Ontario Department of Education
206 Huron Street
Toronto 5, Ontario

I. INTRODUCTION

Guidance services in the secondary school reach their peak in the senior grades. It is in these grades that the interests of the young people crystallize into concrete plans. Very important decisions are facing the pupil who plans further education after graduation, as well as the one who plans to leave school for employment. Choices made in senior grades so determine an individual's future that in fairness he cannot be allowed to make decisions in ignorance of what they entail.

II

BASIC GUIDANCE SERVICES

A. Fundamentals

Guidance services are concerned with helping all students to develop the power to make appropriate decisions, adjustments, and interpretations. These services are not restricted to any one phase of school life, but they should be continuous from Kindergarten to school leaving or graduation. While the emphasis will vary at different stages, the fundamentals continue to be, throughout all stages, educational and occupational information, the individual inventory, group work in guidance, counselling, placement, and follow-up. The appearance of options and optional courses and the increasing number of vocational opportunities for young people emphasize the importance of these fundamentals.

B. Contribution of Guidance Services to the School and to the Community

Assistance to the individual student is the first outcome of guidance, but if the service is reasonably complete and well-balanced it should serve school administrators, teachers, and the community as well. The pupil is assisted in the solution of his immediate problems of adjustment and choice and in his growth in power to make intelligent plans. The many special services offered by the school and the community are made available to him. It is not enough that he accept these services for his own growth. He must also develop an understanding of his responsibility and of his obligation to others, to the school and to the community. Administrators can use information provided by guidance services to improve the organization and co-ordination of the whole school programme. Teachers can be helped to a better understanding of their students through the information provided by the individual inventory, interviewing, and research. Liaison with the community can be furthered through the study and utilization of information regarding community resources and opportunities.

This interaction and mutual help, and this co-ordination of all school and community resources are inherent in the very nature of guidance services. Both school and community should strive to serve the individual in the light of all available information about him and all available service to him, and he should be brought to discover the satisfactions of service to society.

III

ADMINISTRATIVE ORGANIZATION FOR GUIDANCE SERVICES

The organization of guidance services should be sufficiently flexible to meet local needs. If effective work is to be done, guidance must be an activity in which all staff members have an interest, even though it may not be possible or advisable for all to participate as teacher-counsellors. It is desirable that as far as possible those who have been assigned counselling duties be also given responsibility for classroom work related to guidance. In the larger schools this may not always be possible.

A. Personnel for Guidance Service

1. Principal

Whatever the organization, the principal is ultimately responsible for guidance services in his own school. In all schools it is the duty of the principal to provide opportunities for group work and counselling, to ensure that those who have major responsibility for guidance work acquire training, and to instruct staff members regarding their contributions to the school's guidance services.

In small secondary schools the principal may have to assume responsibility for all guidance services. As schools become larger, it can reasonably be expected that responsibility for implementing guidance services will be assigned to a staff member.

2. Head of a Guidance Department

In moderately-sized and large schools a principal may wish to name one teacher as head of the guidance department. It is recommended that this be done only when the following conditions can be met:

- (a) The school has heads of other departments.
- (b) The teacher named as head of the guidance department holds the guidance certificate required by regulations of the Ontario Department of Education, and devotes the major portion of his time to guidance work.
- (c) At least two other teachers who may properly be called teacher-counsellors have time assigned by the principal for individual work in guidance.

- (d) The total time assigned by the principal for individual work is at least the equivalent of one teacher's timetable.

It is recommended that the title *head of the guidance department* be used when the teacher concerned has responsibility for co-ordinating the guidance services in only one school, and that the title *director of guidance* be reserved for an individual who has responsibility for the guidance services in more than one school.

It should be understood that titles and organization exist only to provide for more effective service.

3. Teacher-Counsellors

In choosing teachers who are to be allotted time for certain specialized work in guidance, particularly individual work, the principal should seek to secure those who have the personal qualifications for the work and a desire to do it.

The duties commonly assigned to teacher-counsellors are outlined in Circular I:3 GUIDANCE IN THE INTERMEDIATE DIVISION.

4. Teachers

The teacher's chief concern must be for the student's interest and success in his subject, and for educational and occupational information regarding it. Only in a warm, friendly, co-operative atmosphere may the students, their parents and the teachers work with mutual confidence and understanding.

The teacher should be constantly on the alert to detect cases which, because he lacks the time necessary for complete diagnosis or because of his limited training, he will wish to refer to staff members with more training or experience in guidance.

B. Allotment of Time

While the amount of time given to guidance services in different schools will vary for many reasons, an adequate service can be expected only when provision is made for individual work as well as for the many phases of group work related to guidance. All schools, regardless of size, have facilities for handling some group work related to guidance. *In moderately-sized and large schools the time objective per week for individual work should be at least one period of approximately 40 minutes for each 20 students in the school.* Effective work can be expected when this time allotment is reached if the school has personnel trained in guidance work and if it provides a reasonable amount of clerical assistance.

C. Community Resources

The solution of many problems will require specialized training of a kind which teachers and counsellors do not have. The services of all individuals and

organizations able to assist in the adjustment of young people should be enlisted. The school should be ready to co-operate with the various agencies and societies interested in the welfare of young people, looking upon them as partners working together for the best development of youth.

IV

THE ROLE OF THE HOME IN EFFECTIVE GUIDANCE SERVICE

Although the aim of guidance is to assist young people to make their own decisions, the wishes of parents for their children must not be overlooked. Many parents want their children to have that formal education which they themselves, perhaps by force of circumstances, did not obtain. Many of these same parents are unselfishly making sacrifices in order that their children may remain at school. Some parents, having pursued one type of education, do not realize that their children may have different inclinations. It is inevitable, under such circumstances, that some parents will make plans which are not based on a knowledge of present courses and options. Effective guidance services require the school not only to know and understand the parents' wishes, but also to assume responsibility for supplying them with accurate and up-to-date educational and occupational information.

It is essential that parents should know the implications of the choices made by their children. Through printed and mimeographed material, parents' nights at the school, and interviews with parents, the school can help to ensure that the decisions of the pupils and their parents are made on the basis of the most accurate information which is available.

Parents are ambitious for their children, and rightly so. If parents have confidence in the school guidance services, and the school recognizes the rights and responsibilities of parents, acute conflicts between parents' ambitions and the school's assessment of pupils may be avoided. The pupil will be brought to a more critical examination of his own aims, the parents to a closer study of their ambition for him, and the school to a more realistic approach to the pupil's aspirations.

V

SUGGESTIONS FOR IMPLEMENTING GUIDANCE SERVICES

A. The Individual Inventory

Many decisions regarding his educational and vocational future face the young person in the senior grades. One important basis for these decisions is an understanding of himself by the pupil. The person, whatever his official position, who counsels a senior student needs a picture of the pupil which is as complete as possible. Not only does he need a comprehensive view of the pupil at the moment but he should also have objective information about the pupil's abilities, personal characteristics and his progress and achievements from the time he started to school. School records can serve as a convenient means of recording, and of having available at all times, this vital information.

The Ontario School Record system was devised from a study of school records made by officials of the Ontario Department of Education in co-operation with a number of boards of trustees, teachers, and school officials. This system satisfies the generally accepted basic requirements for school records.

By using this system the school can build up continuous records. Unnecessary overlapping may be avoided, and essential information can be readily available at all times to those who need it.

B. Occupational and Educational Information

Self-determination is, within certain limits, the democratic right of the individual. It is, however, the responsibility of the school to provide access to information upon which decisions can be based and plans made.

All students should be provided with up-to-date and accurate educational information. This should include complete and objective information about the educational opportunities in the school which the pupil plans to attend or which he is attending. Lacking it, students may make unwise decisions and poor choices of electives, and may fail to meet the requirements of occupations or of admission to further courses.

All students need a broad and thorough background of occupational information. Information about individual occupations and fields of work is becoming increasingly necessary. It must be specific in nature in the senior grades.

Through an arrangement between the Ontario Department of Education and the Ontario College of Education, the Vocational Guidance Centre sends nine times a year to all secondary schools a budget of up-to-date and accurate educational and occupational information. Students and parents must have information of this kind in making their plans. The mailing service assists the schools in meeting their obligation to provide it.

C. Counselling

1. Aims of Counselling in the Senior Division

Counselling is the focal point of all guidance services. In the individual interview all information is brought together in a meaningful and co-ordinated pattern. The student can thus be given valuable personal aid in making plans and decisions. The interview should be directed toward helping every pupil to develop his potentialities to the maximum, to his own advantage and in the best interests of society. This service should meet the needs of the average and above-average pupil rather than function solely as a remedial device for those who find themselves in difficulty.

2. Principles of Counselling in the Senior Division

To the youth in the senior grades the counselling process takes on new significance. The importance of the guidance services of the earlier grades becomes apparent. When this stage has been reached it is important that

the interviewer should keep in mind the pupil's increased awareness of his own immediate needs. While the principles of counselling are common to all levels, there is a definite need to allow for this broadening concept of guidance services on the part of the more mature youth. The counsellor at this level should allow for increasing capacity for self-direction on the part of the pupil. The interview in general will require more careful planning. It is important that the counsellor should familiarize himself with all available information which has been gathered over the years. Parents are concerned with the decisions faced by youth at this level, and they should be consulted whenever possible. With a knowledge of the viewpoint of parents the counsellor can be more realistic in assisting young people to reach sensible decisions. Interviews with parents, helpful at any time, can prove extremely valuable at this stage.

D. Group Work in Guidance in Grade XII

1. Principles

As students make their way through the senior grades individual differences, needs, and plans of action become more apparent. The need for counselling is obvious, but group work also has a contribution to make to the effectiveness of the service at this level.

Group work in Grade XII is recommended *in schools which are ready for it*. The far-reaching effects of the decisions which students must make at this stage require that the group work be undertaken only by teachers who are particularly competent, well-informed, and well-trained in guidance.

The group work provides an economical means of dealing with matters of interest common to most of the students. Lacking this classroom time the counsellors and the principal will have no choice but to repeat the same information to student after student at too great cost of time and effort. The group approach has, in addition, positive values in the pooling of ideas, the stimulation of interest in making intelligent plans, and the therapy of shared problems.

In general content and aim the group work in Grade XII is not unlike that in the earlier grades. But the specific content, the immediate aims, and the approach are quite different. In Grade IX information about occupations and about training is general. Plans for them are remote. The pace is leisurely. In Grade XII the time for decisions is at hand. Help regarding them must be pointed and individual, must weigh many factors from the past and the future as well as the present, and yet must satisfy immediate needs and allow for change and growth.

2. Aims

- (a) To provide a basis for objective self-analysis so that pupils may grow in power to understand and to accept their abilities, weaknesses, and opportunities.

- (b) To provide growth in power to make intelligent occupational and educational plans, both immediate and long-range, through a general knowledge of the occupational world, and a careful study of the fields in which the pupil has a personal interest.

3. Content of the Course

The course must be broad to meet basic needs yet flexible to fit local conditions without waste.

Consideration should be given by all schools to certain "core" topics with the addition of others in accordance with local needs. Group work in guidance should be positive in approach, asserting that each pupil has a worthwhile contribution to make in the world and is equipped with skills and abilities for this purpose. Five topics are listed here as worthy of emphasis at this stage.

(a) Knowing Yourself

Abilities

Kinds of ability

How abilities may be observed

Differences in level of ability

Interests

The importance and the limitations of planning on the basis of interest

How basic interests may be explored and related to abilities

Personality

The importance of the personality factor in successful employment

What constitutes good personality

How personality can be improved

Opportunities

For training

For employment

Summing up the evidence to make a self-portrait

(b) Knowing Opportunities in Education Beyond and Outside High School

Universities

Technical Institutes

Trade Schools

Business Colleges

Normal Schools

Nursing Schools

Night Schools

Correspondence Courses

(c) Knowing Occupations

- Basic Factors in choice of occupation
- Methods of investigating an occupation
- Research in occupational fields that appear promising
- Relation of the student's self-appraisal to the research

(d) Course Planning

(e) Entering and Understanding the Occupational World

- Finding a Job

- Through advertisements
 - Through the school placement service
 - Through National Employment Service
 - Through family or friendly contacts

- Making application

- In person
 - In writing
 - By application form

- Fitting in the new situation

- Laws regarding employment
 - Relations with other employees
 - Employer-employee relations
 - Responsibilities as a worker and an adult citizen

- Using your income wisely

- Life insurance and annuities
 - Budgeting
 - Banking
 - Income Tax
 - Mortgages and loans

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E. Job Placement

The success of job placement depends upon the degree to which employers secure suitable applicants for positions which are open and upon the service given to individuals who are seeking employment. The schools and the National Employment Service are the two agencies most directly concerned with finding positions for pupils who leave school, either before or after graduation.

Having given assistance to pupils in their choice of life work, the school, through its teachers and counsellors, should seek to help them to secure suitable employment. Because of its intimate knowledge of students, the school is in a particularly favourable position to help them secure suitable employment. Many schools have been carrying on placement work for years, and consequently, have built up a large clientele of employers who look to them when filling positions.

The National Employment Service, particularly the Special Placements Division, offers a placement service to those pupils who are not assisted by the schools in getting jobs, and to out-of-school youth. Because of its knowledge of the current employment picture, the National Employment Service has an opportunity in many cases of giving the young person a broad picture of occupational opportunities.

It is desirable that the school and the National Employment Service work in close co-operation, not in competition with each other. The placement services of these two agencies should be co-ordinated so that a much greater percentage of our young people may receive help in getting employment.

F. Follow-Up Studies

Community surveys are useful in helping the school to relate its programme to the needs of the community. While there are many types of community surveys, such as population trends, community organizations and youth-serving agencies, guidance workers are particularly interested in the occupational surveys. This type of survey is important from the standpoint of school organization, content of courses, provision of options, as well as from the fact that it may awaken interest and a spirit of co-operation in the community.

The follow-up study of individual students is more easily organized and should be an accepted part of the guidance services of any school, although it has been generally neglected on the grounds that the work within the school has been more important. The results of follow-up studies are useful in curriculum revision,

improvement of the guidance services, identification of those in need of further service, and the counselling of students in the school.

VI

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NOTE: A more complete list of books may be obtained from

**The Guidance Branch
Ontario Department of Education
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B. List of Publishers

Book Society of Canada Ltd., The, 88 Richmond Street West, Toronto.

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